

**ARIZONA ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF HEALTHY BEHAVIORS**

<b>THE SCIENCE OF HEALTHY BEHAVIORS</b>		
<b>Arizona Science Academic Standards: Grades 6, 7, 8</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Objective</b>
<b>2, 3, 4, 5</b>	<b>SC06-S1C1-01</b>	Differentiate among a question, hypothesis, and prediction.
<b>1, 3, 4</b>	<b>SC06-S1C1-02 SC07-S1C1-01 SC08-S1C1-01</b>	Formulate questions based on observations that lead to the development of a hypothesis.
<b>3, 4</b>	<b>SC07-S1C1-02 SC08-S1C1-02</b>	Select appropriate resources for background information related to a question, for use in the design of a controlled investigation. (7) Use appropriate research information, not limited to a single source, to use in the development of a testable hypothesis. (8)
<b>3, 4</b>	<b>SC07-S1C1-03 SC08-S1C1-03</b>	Explain the role of a hypothesis in a scientific inquiry. (7) Generate a hypothesis that can be tested. (8)
<b>3, 4, 5</b>	<b>SC06-S1C2-01 SC07-S1C2-01 SC08-S1C2-01</b>	Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.
<b>3</b>	<b>SC06-S1C2-02 SC07-S1C2-02 SC07-S1C2-02</b>	Design an investigation to test individual variables using scientific processes. (6 & 7) Design a controlled investigation to support or reject a hypothesis. (8)
<b>3</b>	<b>SC06-S1C2-03 SC07-S1C2-03 SC08-S1C2-03</b>	Conduct a controlled investigation using scientific processes. (6) Conduct a controlled investigation, utilizing multiple trials, to test a hypothesis using scientific processes. (7) Conduct a controlled investigation to support or reject a hypothesis. (8)
<b>All lessons</b>	<b>SC06-S1C2-05 SC07-S1C2-05 SC08-S1C2-05</b>	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs.
<b>3, 4</b>	<b>SC06-S1C3-01 SC07-S1C3-01 SC07-S1C3-01</b>	Analyze data obtained in a scientific investigation to identify trends.
<b>All lessons</b>	<b>SC06-S1C3-02 SC07-S1C3-02 SC08-S1C3-02</b>	Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).
<b>1, 3, 4</b>	<b>SC06-S1C3-03 SC07-S1C3-03</b>	Evaluate the observations and data reported by others. (6) Analyze results of data collection in order to accept or reject the hypothesis. (7)
<b>All lessons</b>	<b>SC08-S1C3-03</b>	Interpret data that show a variety of possible relationships between two variables, including: positive relationship, negative relationship, or no relationship.

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2, 3	SC06-S1C3-04	Interpret simple tables and graphs produced by others.
3	SC07-S1C3-04 SC08-S1C3-05	Determine the validity and reliability of results of an investigation. (7) Explain how evidence supports the validity and reliability of a conclusion. (8)
3	SC08-S1C3-04	Formulate a future investigation based on the data collected.
3	SC06-S1C3-05	Analyze the results from previous and/or similar investigations to verify the results of the current investigation.
3, 4	SC07-S1C3-05	Formulate a conclusion based on results from investigations.
3	SC07-S1C3-06	Refine hypotheses based on results from investigations.
3	SC08-S1C3-06	Identify the potential investigational error that may occur (e.g., flawed investigational design, inaccurate measurement, computational errors, unethical reporting).
3	SC06-S1C3-06 SC07-S1C3-07 SC08-S1C3-08	Formulate new questions based on the results of a completed (6) or previous (7 & 8) investigation.
3	SC06-S1C4-01 SC07-S1C4-01 SC08-S1C4-02	Choose an appropriate graphic representation for collected data: line graph, double bar graph, stem and leaf plot, or histogram.
3	SC06-S1C4-02 SC07-S1C4-02	Display data collected from a controlled investigation.
3	SC06-S1C4-03 SC07-S1C4-03 SC08-S1C4-01	Communicate the results of an investigation (8) with appropriate use of qualitative and quantitative information. (6 & 7)
2, 3, 4, 5	SC08-S1C4-03	Present analyses and conclusions in clear, concise formats.
3	SC06-S1C4-04 SC07-S1C4-04 SC08-S1C4-04	Create a list of instructions that others can follow in carrying out a procedure (6) / Write clear, step-by-step instructions for following procedures (7), conducting investigations or operating equipment (8) (without the use of personal pronouns).
3, 4	SC06-S1C4-05 SC07-S1C4-05 SC08-S1C4-05	Communicate the results and conclusion of the investigation.
4	SC06-S2C1-04 SC07-S2C1-04	Describe the use of technology in science-related careers.
3, 4	SC06-S2C2-01 SC07-S2C2-01	Describe how science is an ongoing process that changes in response to new information and discoveries.
3, 4	SC06-S2C2-02 SC07-S2C2-02 SC08-S2C2-02	Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.
All lessons	SC06-S2C2-03 SC07-S2C2-03	Apply the following scientific processes to other problem solving or decision making situations: observing, questioning, communicating, comparing, measuring, classifying, predicting, organizing data, inferring, generating

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	<b>SC08-S2C2-01</b>	hypotheses, and identifying variables.
<b>3</b>	<b>SC08-S2C2-04</b>	Explain why scientific claims may be questionable if based on very small samples of data, biased samples, or samples for which there was no control.
<b>4, 5</b>	<b>SC06-S3C2-01 SC07-S3C2-01 SC08-S3C2-01</b>	Propose viable methods of responding to an identified need or problem.
<b>4, 5</b>	<b>SC06-S3C2-02 SC07-S3C2-02 SC08-S3C2-02</b>	Compare possible solutions to best address an identified need or problem.
<b>1, 2</b>	<b>SC08-S4C4-01</b>	Explain how an organism's behavior allows it to survive in an environment.

## Arizona Mathematics Academic Standards: Grades 6, 7, 8

<b>Lesson</b>	<b>Standard</b>	<b>Performance Objective</b>
<b>3</b>	<b>M06-S1C2-05 M07-S1C2-09 M08-S1C2-08</b>	Use grade-level appropriate mathematical terminology.
<b>3, 4</b>	<b>M06-S2C1-01 M07-S2C1-01 M08-S2C1-01</b>	Formulate questions to collect data in contextual situations.
<b>3</b>	<b>M06-S2C1-02 M07-S2C1-03 M08-S2C1-03</b>	Construct a histogram, line graph, scatter plot, or stem-and-leaf plot with appropriate labels and title from organized data. (6) Determine when it is appropriate to use histograms, line graphs, double bar graphs, and stem-and-leaf plots. (7) Determine the appropriate type of graphical display for a given data set. (8)
<b>3, 4, 5</b>	<b>M06-S2C1-03 M07-S2C1-04</b>	Interpret simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs (6) / including histograms, stem-and-leaf plots, circle graphs, and double line graphs. (7)
<b>3, 4, 5</b>	<b>M06-S2C1-04 M07-S2C1-05</b>	Answer questions based on: simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs (6); data displays including histograms, stem-and-leaf plots, circle graphs, and double line graphs. (7)
<b>3, 4, 5</b>	<b>M06-S2C1-06 M07-S2C1-07</b>	Identify a trend (variable increasing, decreasing, remaining constant) from displayed data. (6) Interpret trends from displayed data. (7)
<b>3, 4, 5</b>	<b>M08-S2C1-07</b>	Formulate reasonable predictions based on a given set of data.
<b>3</b>	<b>M06-S2C1-07 M07-S2C1-08 M08-S2C1-08</b>	Compare trends in data related to the same investigation.
<b>3</b>	<b>M06-S2C1-08 M07-S2C1-09</b>	Solve contextual problems using: bar graphs, tally charts, and frequency tables (6); histograms, line graphs of continuous data, double bar graphs, and stem-and-leaf plots. (7)
<b>3, 4, 5</b>	<b>M08-S2C1-12</b>	Distinguish between causation and correlation.

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<b>3, 4, 5</b>	<b>M08-S2C2-06</b>	Distinguish between independent and dependent events.
<b>Arizona Language Arts Academic Standards: Grades 6, 7, 8</b>		
<b>Reading</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Objective</b>
<b>All lessons</b>	<b>R06-S1C4-02 R07-S1C4-02 R08-S1C4-02</b>	Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
<b>All lessons</b>	<b>R06-S1C6-03 R07-S1C6-03 R08-S1C6-03</b>	Generate clarifying questions in order to comprehend text.
<b>All lessons</b>	<b>R06-S1C6-05 R07-S1C6-05 R08-S1C6-05</b>	Connect information and events in text to experience and to related text and sources.
<b>All lessons</b>	<b>R06-S1C6-07 R07-S1C6-07 R08-S1C6-07</b>	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.
<b>All lessons</b>	<b>R06-S3C1-01 R07-S3C1-01 R08-S3C1-01</b>	Restate the main idea (explicit or implicit) and supporting details in expository text.
<b>All lessons</b>	<b>R06-S3C1-02 R07-S3C1-02 R08-S3C1-02</b>	Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.
<b>All lessons</b>	<b>R06-S3C1-03 R07-S3C1-03 R08-S3C1-03</b>	Distinguish fact from opinion in expository text, proving supporting evidence from text.
<b>All lessons</b>	<b>R06-S3C1-07 R07-S3C1-08 R08-S3C1-08</b>	Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.
<b>All lessons</b>	<b>R06-S3C1-09</b>	Draw valid conclusions about expository text, supported by text evidence.
<b>All lessons</b>	<b>R07-S3C1-10 R08-S3C1-10</b>	Make relevant inferences about expository text, supported by text evidence.
<b>All lessons</b>	<b>R06-S3C2-01 R07-S3C2-01 R08-S3C2-01</b>	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

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<b>All lessons</b>	<b>R06-S3C2-03 R07-S3C2-03 R08-S3C2-03</b>	Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problems, to perform a procedure, to answer questions. (6) Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). (7 & 8)
<b>Writing</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Objective</b>
<b>All lessons</b>	<b>W06-S1C1-02 W07-S1C1-02 W08-S1C1-02</b>	Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.
<b>All lessons</b>	<b>W06-S1C1-03 W07-S1C1-03 W08-S1C1-03</b>	Determine the intended audience of a writing piece.
<b>All lessons</b>	<b>W06-S1C5-01 W07-S1C5-01 W08-S1C5-01</b>	Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate for the purpose.
<b>All lessons</b>	<b>W06-S1C5-04 W07-S1C5-04 W08-S1C5-04</b>	Write legibly.
<b>All lessons</b>	<b>W06-S2C1-01 W07-S2C1-01 W08-S2C1-01</b>	Use clear, focused ideas and details to support the topic.
<b>All lessons</b>	<b>W06-S2C1-02 W07-S2C1-02 W08-S2C1-02</b>	Provide content and selected details that are well suited to audience and purpose.
<b>All lessons</b>	<b>W06-S2C1-03 W07-S2C1-03 W08-S2C1-03</b>	Develop a sufficient explanation or exploration of the topic.
<b>All lessons</b>	<b>W06-S2C1-05 W07-S2C1-05 W08-S2C1-05</b>	Include ideas and details that show original perspective.
<b>All lessons</b>	<b>W06-S2C2-01 W07-S2C2-01 W08-S2C2-01</b>	Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).
<b>All lessons</b>	<b>W06-S2C3-01 W07-S2C3-01 W08-S2C3-01</b>	Show awareness of the audience through word choice, style (6) and an appropriate connection with, or distance from, the audience. (7 & 8)

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All lessons	W06-S2C3-03 W07-S2C3-03 W08-S2C3-03	Use language appropriate for the topic and purpose.
All lessons	W06-S2C3-04 W07-S2C3-04 W08-S2C3-04	Choose appropriate voice (e.g., formal, informal [6], academic discourse [7 & 8]) for the audience and purpose.
All lessons	W06-S2C6-07 W07-S2C6-07 W08-S2C6-07	Spell high frequency words correctly.
All lessons	W06-S3C2-01 W07-S3C2-01 W08-S3C2-01	Record information (e.g., observations, notes lists, charts, map labels and legends) related to the topic.
All lessons	W06-S3C2-02 W07-S3C2-02 W08-S3C2-02	Write a summary based on the information gathered that include(s): a topic sentence, supporting details, and relevant information.
2, 3, 4	W06-S3C3-01 W07-S3C3-01 W08-S3C3-01	Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).
4	W06-S3C4-01 W07-S3C4-01 W08-S3C4-01	Write persuasive text (e.g., essay, paragraph, written communications) that: establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, and excludes irrelevant information.
5	W06-S3C6-02 W07-S3C6-02 W08-S3C6-02	Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used.

### Arizona Comprehensive Health Education Academic Standards - Grades 6, 7, 8

Lesson	Standard	Performance Objective
1, 3, 4, 5	1CH-E1-01	Illustrate how positive health behaviors can prevent common injuries, diseases and conditions.
1, 4, 5	1CH-E1-02	Illustrate the harmful effects of use of tobacco, alcohol and other drugs.
3, 4, 5	1CH-E2-01	Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected.
3, 4, 5	1CH-E2-02	Illustrate how the variables stated above (thoughts, feelings, dealing with people and being physically healthy) interact as seen in case studies, movies, etc.
4, 5	1CH-E3-01	Develop a plan for a healthy environment and lifestyle and apply it to health, growth and development.
3, 4, 5	1CH-E4-01	Illustrate how family and peers affect the choices you make regarding health.
3, 4, 5	1CH-E5-01	Compare healthy environments and healthy people with unhealthy environments and unhealthy people.

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1, 3	1CH-E6-01	Identify personal health behaviors that reduce health problems.
3, 4, 5	1CH-E7-01	Describe how living a healthy lifestyle and knowing family health history can help a person live a more healthy life.
3, 4, 5	2CH-E2-01	Apply health information from home, school and community.
3	3CH-E2-01	Rank personal and family strengths and risks.
4, 5	3CH-E2-02	Develop a plan that would improve health and reduce risks.
4, 5	3CH-E2-03	Explain plan's effectiveness.
All lessons	3CH-E3-01	Identify responsible and risky behaviors.
4, 5	4CH-E4-01	Describe how information from peers influences health.
4, 5	6CH-E1-01	Describe collaboratively the decision-making process.
4, 5	6CH-E1-02	List three alternatives and consequences regarding a health issue.
4, 5	6CH-E1-03	Collectively choose which solution best fits the health issue.
3	6CH-E2-01	Identify five (positive or negative) health behaviors that relate to adolescence.
3	6CH-E2-02	Explain the consequences of the above health behaviors.
4, 5	6CH-E4-02	Design a plan to improve strengths, realize needs, and reduce health risks
4, 5	7CH-E4-01	Distinguish three positive strategies to support someone making health choices.
4, 5	7CH-E5-01	Identify the various roles in a cooperative setting.
4, 5	7CH-E5-02	Construct a cooperative group where everyone has a role toward promoting health awareness for a person, family or school.
4, 5	7CH-E5-03	Determine ways to make this cooperative group successful.